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ABSTRACT

Three programs, one in reading, one in mathematics and one English as a Second Language (ESL) component, are described in this evaluation. The programs were designed to provide remedial instruction to students in New York City's Community School District 5. For each program component, data presented in this report include: a description of program objectives, target population, and principal activities; student achievement data; and evaluator observations and recommendations. (GC)

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FINAL REPORT OF THE COMMUNITY SCHOOL DISTRICT #5 1978-79 TITLE I DECENTRALIZED PROGRAMS

EVALUATION OF THE NEW YORK CITY SCHOOL DISTRICT #5 EDUCATIONAL PROJECTS FUNDED UNDER TITLE I OF THE ELEMENTARY AND SECONDARY EDUCATION ACT OF 1965 (PL89-10) PERFORMED FOR COMMUNITY SCHOOL DISTRICT #5 FOR THE YEAR 1978 - 1979.

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FOREWARD

During the year 1978-79 children in Community School District #5 were directly serviced by three programs: R.A.M.S., L.A.M.S., and E.S.L. As mandated by the State Education Department, an evaluation of these programs was conducted at the close of the school year.

This report represents a thoughtful attempt to describe the nature of the Title I Programs that were developed. Educational evaluators visited each of the school in which the programs were in operation. Program personnel were interviewed and observed to determine the manner in which program objectives had been implemented. Statistical analysis were then performed to determine whether children were significantly affected by exposure of these programs. Recommendations and conclusions for future programs were also made.

It is hoped that this report will clearly focus upon the strengths and weaknesses of the Title I Programs. By presenting data in a fair and critical manner, objective decisions concerning the future education needs of the children in Community School District #5 can be made.

Sincerely,

Elaine B. Landrum
District Administrator

Zella Jackson, Director
Title I/PSEN, I.A.
February 1980

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I N T R O D U C T I O N

During the school year 1978-79 a team of five educational consultants developed instruments and materials for the purpose of evaluating Title I Programs in Community School District #5.

The educational evaluators made field visits to each of the Title I schools, observed the programs in operations, conducted interviews, and attemped to assess the extent to which program objectives were implemented and program goals were attained.

The following report is a summary of the observations conclusions, and recommendations of the evaluators as these relate to the fulfillment of the goals and objectives of each program.

Further a statistical analysis of the effects of the exposure to these programs is also presented.

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R.A.M.S. (READING) 5041-~~9165~~ 9162Y

INTRODUCTION

BACKGROUND

This report represents the final evaluation of the R.A.M.S. Reading Program in Community School District #5, conducted in 21 schools (P.S. 31, 36, 46, 79, 92, 123, 125, 129, 133, 154, 156, 161, 175, 175, 194, 197, 200, I.S. 10, J.H.S. 43, I.S. 136, I.S. 195, I.S. 201), during the school year 1978-1979.

The Title I R.A.M.S. Program called for providing services to a total of 2,800 students in sixteen (16) elementary schools and five (5) intermediate junior high schools. In addition, a total of two hundred (200) students received Title I services in four non-public schools in the District.

Basically the Title I program design for the 1978-79 academic year called for maintaining the programs which were in operation during the 1977-78 year subject to evaluation findings and recommendations. This implied maintaining the same or similar mix of personnel providing services to Title I eligible youngsters in the District.

OBJECTIVES

The objectives of this program were to (1) facilitate reading achievements of pupils indentified as being in need of special reading remediation; (2) to be diagnostic and prescriptive and highly individualized in its approach to the mastery of reading skills; (3) to utilize materials relevant to pupils' interest and experience; (4) to employ a variety of instructional materials and hardware; (5) to provide a student centered program; (6) to provide a multi-media approach to reading instruction. Pretest data was to be derived from fall 1978 test administration and post test data from fall 1979 test administration.

Another area of concern for the District was implementing program objectives. "While the District continues its strong comittment to facilitating the reading...performance of Title I eligible pupils there is a growing concern with providing our students with problem solving and reasoning processes. It is clear that information can be imparted, but in addition students must be provided with training in the reasoning processes so that reading and mathematics abilities have the greatest possible transferability to other curriculum areas and life situations. Thus students while improving and mastering basic skills in reading and mathematics must also be trained to effectively utilize their thinking capabilities. They must be trained to use the processes involved in classification, structural analysis, sequencing, analogies, operations analysis and creative synthesis. Students must be allowed to recognize that they have the capacity to reason and share in the process of how they arrive at a conclusion and not simply the answer."

The District is committed to assisting teachers, paraprofessionals, and parents in developing their skills to most effectively help our youngsters develop their thinking abilities. This will include training instructional approaches and a review of material needed to assure that these objectives may be achieved." The foregoing quotation was called from the District 5 Proposal for the current R.A.M.S. Project.

PROGRAM COMPOSITION

The Reading Skills Laboratories for Community School District 5 were designed to serve the needs of primary, intermediate and junior high school pupils whose reading ability was one year or more below grade level based on their most recent New York City Test. The program also served students who were holdovers and who were recommended by teachers.

The program was designed to serve 2830 students in twenty-one schools, grade level from 1-8. According to the proposal, "A group profile and individual profile for each child will be maintained. Folders will include the results of diagnoses and prescriptions. All children will have work folders which include specific assignments...progress reports including initial evaluation and follow through will be forwarded to parents."

The program was staffed by a coordinator, 26 teachers, 63 educational assistants and 22 family workers.

The program began in October 1978, and continued throughout the school year ending in June, 1979.

The frequency of instruction was 5 contact hours a week for a total of 40 weeks during the program year. Total weekly time per pupil was 225 minutes.

The ratio of participants to staff varied from school to school. For those schools with 100 pupil participants there were 1 teacher and 2 educational assistants. In those schools with 120 participants there were 1 teacher and 3 educational assistants, where 150 participants were served there were 1 teacher and 4 educational assistants.

EVALUATIVE PROCEDURES

Our evaluation task focused on two objectives:

1. To determine the extent to which the program, as actually carried out, coincided with the program as described in the Project Proposal.

2. To determine if in fact there was a statistically significant difference between the real post test score and the anticipated post test score.

The following activities were conducted by the evaluator in order to achieve these objectives:

1. Visits were made to each school (N 21) at least once.

2. Several liaison meetings were held with the project coordinator.

3. Observation of a teacher training conference was made during the school year.

FINDINGS

As stated previously, the first evaluation task sought "to determine the extent to which the program, as actually carried out, coincided with the program as described in the Project Proposal."

Supplies, Materials and Equipment: In most instances a variety of individualized self-pacing reading materials were provided in abundance to meet the needs of students reading at different levels of proficiency. Software materials included phonics, word recognition, comprehension, inferring relationships, interpretation and reference skills. Hardware

consisted of Tachistoscope (Tach-X), the Controlled Reader (EDL), the Aud-X CEDL. The Cassette systems consisted of Merrill Main Street, Listen and Think (EDL), Xerox System, SCORE (Prentice Hall), Educational Sensory Programming and High Interest Teaching Center.

Expendable supplies and teacher made materials were abundantly used but it was noted that funding for these materials needed to be augmented since the students rapidly expended allotments and the teachers were forced to "make do" on their own resources.

In many cases, malfunctioning audio-visual material hampered teachers and limited the effectiveness of programming for individual needs.

The teachers and paraprofessionals felt that the equipment was adequate but that it needed updating.

Classroom Facilities and Activities: For the most part classrooms assigned to the project were adequate. Some laboratories were assigned two classrooms to provide space where instructional groups were programmed on a full group basis. In those schools that did not use two classrooms for a full group the space was judged to be too congested to be adequate.

An examination of lesson plans revealed that teachers and educational assistants were trying to design lessons which were structured to ameliorate individual student deficiencies in a variety of modalities: small grouping, self-paced materials, large group instruction based on language experience units, controlled reading and writing where the activity reinforced the reading attack.

The evaluator observed that teachers spent their time more in organizing and implementing small group instruction (4-6 students) while the paraprofessionals worked with pairs of students or tried individual tutoring.

There seemed to be excellent cooperation in classroom division of labor with the special strengths of teacher and assistant being deployed in an efficient and valid fashion.

Duration, Enrollment and Attendance: The program was carried out in 21 schools and served roughly the stipulated number of students 2830 who were reading at least one year below grade level. On the average, students enrolled for five forty minute periods of instruction a week for forty weeks in addition to their regularly assigned period of reading and/or English instruction. The program began in October, 1978, and ended at the termination of the school year in June, 1979.

Analysis of randomly selected attendance records from each of the participating schools indicated approximately 94% attendance.

Teacher Training: In the area of providing training for teachers new to the program and for refining the skills of more experienced teachers, the program did not fulfill its obligation.

Educational Assistance Training: In the area of providing training for educational assistants new to the program and for refining the skills of more experienced educational assistants, the program did not fulfill its obligations.

Program Administration: The staff assigned to administer this program was one coordinator who displayed administrative expertise and responsive supervision. An assistant coordinator was not hired as stipulated in the proposal, "to facilitate the overall conduct of the RAMS program under the supervision of the coordinator, the assistant coordinator will be responsible for coordinating training for Title I paraprofessionals." Since the coordinator also had to assume the responsibilities of the assistant coordinator, it was judged the coordinator could not effectively perform this dual role.

Observations: An Observation Checklist was employed by the evaluation team to determine the quality of the various aspects of the "Reading Skills Centers" program. Thirty-two such class observations were made by the evaluation team in the Reading Skills Centers. The data from the evaluation team's observations are presented in Table I.

Analysis of these data reveals that, in general, the quality of the activity observed in the Reading Skills Centers was "very good." In only three instances, "sufficiency of materials," "maintenance of hardware" attention given to individual children, "did the mean rating fall below 4.0. In the case of "availab'lity of materials and equipment", "planning and organization activities" during the observed class periods, and "assistance of paraprofessionals", the ratings were higher than 4.5. The low rating for "suitability of physical facilities" may be attributed to the fact that, in several locations, the physical plant was too small for the Center's purposes, and in a deteriorating state, although plans were underway to ameliorate this situation.

In addition to the qualities rated above, the evaluation team found that current project funds did not provide enough for replacement materials. In addition, the evaluators noted that the Reading As A Multifaceted Skill Program called for an inordinate amount of paperwork which should be reduced, if possible. Also, team (i.e., Reading Teacher, Classroom Teacher, and paraprofessional) planning time appeared to be too small for the most effective utilization of the R.A.M.S. programs.

TABLE I

EVALUATION TEAMS MEAN RATINGS OF THE QUALITY OF VARIOUS ASPECTS OF THE PROGRAM

	ASPECT	MEAN RATING
1.	Suitability of Physical Facilities	4.50
2.	Suitability of Available Materials/Equipment	4.50
3.	Suitability of Materials/Equipment	4.50
4.	Sufficiency of Materials/Equipment	3.00
5.	Maintenance of hardware	2.00
6.	Assistance of Educational Assistances	4.90
7.	Emotional Climate	4.50
8.	Activities Appear Well Planned and Organized	4.50
9.	Attention Given to Individual Children	3.00
10.	Attention Given to Groups of Children	4.00
11.	General Rating of Quality of Activity Observed	4.50

NOTE: The following scale was employed in rating the quality of the various aspects of the program observed: 5 excellent; 4 very good; 3 fair; 2 poor; 1 very poor; 0 not applicable.

STATISTICAL ANALYSIS

By comparing the pre-and post-tests, the following statements can be made relative to the Title I objectives:

There was a positive gain in reading as indicated by the grade equivalent scores between the pre- and post-tests. Students, at the end of the program, scored on an average six months higher than their mean score when entered the program.

The gap between the initial student performance in relationship to the national norms was reduced during the school period. Students at the end of the program were still below the national norms. At the end of the program, students were slightly higher in relation to the national norms than they were when the program started.

The column labeled "Predicted Post-Test" indicates a statistical calculation based on pre-test scores. Each student's achievement thus far in school is divided by the number of months he/she has been in school (excepting kindergarten) and from this monthly mean gain the predicted post-test scores can be determined by simply multiplying the monthly mean gain by the number of months in the school between pre-and post-testing and adding the result to the pre-test scores.

In order to determine whether the students gain more during the period in the program than they would have if they had continued making progress at the same rate they had thus far in their school career, a comparison was made as follows:

The predicted post-test score, representing an estimate of the student's post-test score without any treatment, was compared to his/her actual post-test score. This comparison is reflected in the tables below by the t-test values.

If these values are significant, it indicated that the actual gains exceeded the predicted gains.

It should be noted that the predicted post-test scores are a direct reflection of the pre-test scores. If the pre-test scores are low, a sample has gained very little up to that point and would be expected to gain little in the future without some special treatment.

The difference between the actual and post-test scores was positive. Students' mean scores at the end of the program were higher than the mean expectations based on their scores at the beginning of the program. In several instances actual post-test means fell below predicted post-test means. In grades 1,2 and 4 this was the case. However, negative scores were not computed to be of statistical significance.

The positive improvement for the program as a whole indicates that the changes were of a magnitude which could not be accounted for by chance factors alone. The mean differences between the predicted and actual post-test were significant at the .01 level, as indicated by the t-test values. At all grade levels except grades 1,2 and 4 there was a significant improvement in reading abilities.

TABLE 2

SUMMARY COMPARISON OF MEANS, STANDARD DEVIATIONS AND T-TESTS FOR PUPILS PARTICIPATING IN THE R.A.M.S. PROGRAM BY GRADE LEVEL

GRADE	N	PRE-TEST MEAN	PRE-TEST SD	POST-TEST MEAN	POST-TEST SD	DIFF SCORE	T-TEST	PREDICTED POST-TEST MEAN	DIFF SCORE	T-TEST
1	276	1.52	1.76	2.15	1.69	0.63	4.29***	2.49	-0.34	-2.31
2	331	1.26	0.84	1.57	0.25	0.31	6.44***	1.68	-0.11	-2.28
3	316	1.91	0.61	2.26	0.34	0.35	8.91***	2.34	0.08	2.04*
4	339	2.67	0.54	3.25	0.67	0.58	12.41***	3.27	-0.02	-0.43
5	363	3.05	0.94	3.85	1.19	0.80	10.05***	3.47	0.38	4.77***
6	329	4.13	0.98	4.78	0.95	0.65	8.64***	4.70	0.08	1.06
7	261	4.44	1.33	5.18	1.35	0.74	6.31***	4.88	0.30	2.56**
8	273	5.26	1.21	5.97	1.58	0.71	5.89***	5.71	0.26	2.16**
9	9	4.98	1.79	5.39	1.87	0.41	0.48	5.36	0.03	0.03

***SIGNIFICANCE= .001
**SIGNIFICANCE= . 01
*SIGNIFICANCE= . 05

IMPLEMENTATION OF THE 1977-78 RECOMMENDATIONS FOR R.A.M.S. PROGRAM IN DISTRICT #5

RECOMMENDATION	IMPLEMENTED	NOT IMPLEMENTED
a) It was recommended that pre-testing take place in April in order to have ample time to schedule children who are targeted for the program.		X
Comment: Pretesting for Fall Placement took place in May		
b) It was recommended that program planning begin early in school year in order to enable adequate time for instruction and testing.	X	
Comment: Program planning began as early as possible given the delayed announcement of funding.		
c) It was recommended that all reading rooms be checked for size and lighting.	X	
Comment: All reading rooms were judged to be adequate for successful conduct of the program.		
d) It was recommended that paraprofessionals be exposed to as many training sessions and language, reading and cognition (sic) as possible. While paras chosen were at the top of their profession, care needs to be given to continued support.		X
Comment: Paras were not included in coordinated training programs and were not given systematic district-wide support.		
e) It was recommended that monies be supplied for replenishing materials and equipment when lost, broken or stolen.		X
Comment: For the most part hardware which needs replacement and/or maintenance was not replenished or repaired.		

RECOMMENDATION	IMPLEMENTED	NOT IMPLEMENTED
f) It was further recommended that measures of securing materials and equipment be thoroughly explored.	X	
Comment: Where feasible materials were secured to the best of the teachers' ability.		
g) It was recommended that teachers be encouraged to discuss scheduling with administrators in charge of scheduling.	X	
Comment: It was found that teachers were solicited for their input on scheduling.		

RECOMMENDATIONS

1) It is recommended that more formal interaction take place between Title I teachers and tax levy staff. Most of the professional discussion and exchange that took place among the teachers was on a catch as catch can basis.

2) Little individualization occurred. Of all classes observed less than 20% were truly individualized. Small group instruction involving 6-8 students doing the same thing at the same time was the dominant mode. It is recommended that the bulk of instructional time be devoted to individualized teaching.

3) It is recommended that the District organize for more training of its Title I staff. While it is recognized that severe problems in staffing discouraged continuity, ample training time needs to be scheduled so that personnel changes will not inhibit the ongoing training function.

4) It is recommended that ample supplies of consummable materials be ordered far enough in advance for the program to benefit. Consummable materials were in scant supply and teachers were shortchanged in their efforts at individualization.

5) Parent workshops were generally not provided. Aside from the regular parent visitation to schools during Open School Week there was little effort expended by Title I personnel to encourage parental involvement.

6) Family Workers were not involved as well as they might have been while they did serve some targeted children, they were mostly used for non-program purposes.

7) During the evaluators period of observation in May and June it became evident that the program was to continue until completion without the services of an Assistant Coordinator. It is recommended that key personnel be on board at the inception of the program.

8) Services provided by R.A.M.S., in raising the reading level of pupils seriously deficient in many skill areas, are vitally needed, and it is recommended that the program be continued.

SUMMARY

This program was designed to improve reading and mathematics skills for selected children in Grade I through Grade 9. Participants in the program were selected in accordance with approved criteria. The number of pupils selected for participation approximated that presented in the narrative prorosal.

With the exception of some activities, the program was implemented in accordance with the original proposal. The overall evaluation by the observer indicated a moderate degree of effectiveness of the program in achieving its objectives, as did the quantitative evaluation.

The problems encountered in the program were: delay in having materials delivered, personnel resigning or taking sick leave without adequate substitutes. The strengths of the program inciuded: I) knowledge of the goals of the program, (2) knowledge of their duties by the personnel assigned to the program, (3) selection of appropriate materials, (4) the commitment of the personnel to the children and to the identification of individual needs.

The major recommendations are concerned with improving communication between the schools. An effort should be made to improve training of educational assistants and teachers in preparation of learning activities. Improved communication would also be helpful in the selection of materials.

L.A.M.S. (MATH) 5041 - ~~01653~~ 01627

INTRODUCTION

In designing and implementing a program evaluation, evaluators are guided by several basic objectives:

1. To describe the program.
2. To provide professional judgment as to how the program elements are being implemented.
3. To arrive at a data-based conclusion as to the degree to which program objectives are achieved.
4. To make recommendations for program improvement and recycling.

Ideally an evaluation effort should begin at the inception of a program, so that evaluators can observe the educational process as it develops. Early involvement of the evaluators makes it possible to provide periodic feedback to the program staff on the progress of the program. The evaluators of the Title I Laboratory Approaches to Math Skills (LAMS) program in Community School District 5 were not hired until April 30, 1979.

On May 4, the evaluators met with Mr. E. Jeffries, Director of the Title I Program, and Ms. Cathy Dean, coordinator of the Title I Math. Labs. On May 16 Ms. Dean and Mr. Jeffries met with the evaluators again and specified the scope of the evaluation and clarified the responsibilities of the evaluators. Observation began on May 23. This time frame made it impossible for the evaluators to develop a longitudinal overview of the Title I Math program.

The evaluators visited the 10 schools that housed the 13 Math labs between May 23 and June 5. They interviewed 11 of the 13 Resource Teachers and

observed sessions in 8 labs. Based on these observations and interviews, the evaluators will address evaluation objectives 1,2, and 4. Evaluation objective 3 will be based on the statistical analysis of standardized Math achievement scores. Math achievement tests were administered on a pre-and post-test basis by the district. The district was also responsible for scoring and recording the data. Data analysis was provided by a private firm under contract with the district. An oral presentation of the evaluation findings was presented to Mr. Jeffries and Ms. Dean.

PROGRAM DESCRIPTION

BACKGROUND

The LAMS program is designed "to facilitate the development and reinforcement of Math Skills" and provide remediation in ten Title I schools in Community School District 5. Six elementary schools and 4 intermediate or junior high schools house the 13 Math labs. (One elementary,(P.S.92) and two intermediate (I.S. 136 and I.S. 201) each have two labs; all the other schools have one lab.) The program coordinator is responsible for the overall conduct of the program, staff training, ordering of materials, and on-site supervision.

INSTRUCTIONAL METHODOLOGY

The instructional methodology of the program is based on a diagnostic/prescriptive approach to learning. Teachers and paraprofessionals are expected to use a series of mathematics skills of individual students. In accordance with this approach the instructional team develops an individual, sequential program of prescriptive activities designed to develop and reinforce the mathematical concepts and skills of each student in the program. Pupil profiles demonstrating student progress are to be kept for each student in the program. In addition, individual folders are to be maintained. The student

is expected to be familiar with the learning program that has been prescribed for him, so that he can work independently and complete the learning objectives. The Math labs are designed to provide students with individual and small-group mathematical learning activities, which are to be compatible with individual prescriptions.

The program provides each pupil with five 45-minute periods of exposure per week. The ratio of pupils to staff is 6.1. Each lab is staffed by one licensed teacher and two or three educational assistants. This low teacher-student ratio is designed to enhance the individualized nature of the program. The target population for the Math lab is selected on the basis of Title I eligibility, Math achievement scores, and teacher recommendation.

OBJECTIVES

The program developers have specified the following cognitive achievement objective for students enrolled in the LAMS program:

As a result of participation in the program the Mathematics Achievement Scores as measured by the Stanford Achievement Test will show a statistically significant ($p = .05$) mean gain in Mathematics achievement.

IMPLEMENTATION OF THE PROPOSAL

In 1978-79 the LAMS program serviced 784 children in the elementary schools and 609 in the junior high schools. Table 3 indicates the number of students by grade and school who received remedial Math instruction under the LAMS program.

STAFF

Each LAMS lab was staffed by one teacher, assisted by two or three educational assistants. (In 9 of the 13 labs, teachers were assisted by two educational assistants, each of the other four teachers were assigned three educational assistants.)

TABLE 3

STUDENTS SERVICED BY DISTRICT 5 LAMS PROGRAM
BY GRADE AND SCHOOL

SCHOOLS	GRADES								TOTAL
	1	2	3	4	5	6	7	8	
PS 92	49	53	25	40	40	30			237
PS 123	20	20	20	20	20	20			120
PS 129		21	20	22	20	21			104
PS 154	15	26	21	20	20				102
PS 161		24	24	24	24	24			120
PS 200		9	51	11	30				101
IS 10						50	27	29	106
JHS 43								100	100
IS 136							100	105	205
IS 201						8	95	95	198
TOTALS	84	153	161	137	154	153	222	329	1,393

Teachers are responsible for the instruction of students, the planning and monitoring of prescriptive activities, and the overall management of the laboratory setting. The educational assistants are responsible to the teacher and assist in instructional, clerical, and management activities.

In all labs observed, teachers and assistants provided individual or small group instruction to students.

ROOMS AND MATERIALS

Most labs were situated in rooms of standard classroom size and were adequate for the number of students being served. In all labs, flexible seating arrangements were evident. Many rooms were attractively decorated with Math materials, student work, and in some cases student progress charts. Several rooms were so physically appealing that children were drawn to the various activities and learning centers suggested by the room decor.

The Math labs at PS. 92 and PS. 129 were especially attractive and reflected teacher creativity and student involvement. However, the junior high school labs tended to be bleak and barren in physical appearance. In these rooms there was little evidence of student work or progress and the bulletin boards were either empty or did not reflect current work. In sum, these rooms detracted from rather than enhancing the learning environment.

The amount and variety of materials available for student use varied from lab to lab. Because of financial constraints within the District, those schools that did not have a supply of materials from previous years did not receive new materials during the 1978-79 year. In some situations teachers responded creatively to the dearth of commercially prepared materials by developing various manipulative games, work-sheets, and posters. At PS.92, Mr. Lee, the teacher in charge of the lab, was especially creative in his

approach to organizing the lab experience. He developed a multitude of games and activities which reflected the development of Math skills and concepts. The lab incorporated an incentive system which embodies an application of sound learning principles as well as classroom management techniques. This lab was a model of exemplary teacher creativity and planning. In other cases, the lack of commercial materials led to an overdependence on workbooks, ditto sheets, or board work.

Three of the junior high school labs were equipped with a variety of teaching machines. The teachers indicated that they enjoyed using these aids and they believed the children liked to work with them. However, the evaluators have some reservations about the extensive use of these machines. From their observations, it appeared that some children did not display the necessary independence to carry out a period of instruction at a machine without close adult supervision. Furthermore, if the record keeping involved in following a teaching machine program becomes too time consuming (as was observed at JHS 43), the evaluators believe such a program becomes counterproductive.

PROGRAM

The evaluators observed eight Math labs in operation. In the other cases, either teachers were absent, classes were on trips, or the regular school session was cancelled as graduation rehearsals were in progress. In these cases the evaluators observed the physical setting, student work, and interviewed as many members of the instructional team as possible.

Of the labs observed, the lab at PS. 129 was a model of a true diagnostic prescriptive Math lab experience. Upon entering the classroom, students took their individual folders and quickly found the materials they needed to begin their individual assignments. Work was individualized and geared to the specific strengths and weaknesses of the student.

Furthermore, assignments were designed to proceed in a sequential order. This attractive classroom was divided into several work areas. A wealth of commercial and teacher-made materials including film strips, tapes, manipulatives, games, and worksheets were being used by the students. Students worked independently while the teacher and her assistants circulated in order to help students and monitor their progress. The evaluators observed the teachers and the educational assistant explaining concepts and offering additional materials to demonstrate or reinforce the learning in a new or different manner.

At JHS 43 the evaluator observed another example of a highly individualized program. The Math lab at JHS 43 is organized around the various teaching machines allocated to the school. Students entered the room and followed individual work assignments. Most children worked at machines while few worked at workbook assignments. (Unfortunately, children who were not registered for the lab were in the room as a teacher was absent. This proved to be a disturbing factor.) Some children seemed to lack the discipline necessary to work independently. The teachers' role appeared to incorporate an excessive amount of record keeping. Instructional assistance offered by the educational assistant tended to be prescriptive rather than explanatory or developmental in nature.

Most of the LAMS teachers characterized their programs as diagnostic/prescriptive, geared to the individual needs of the child. They cited as evidence that each child had an individual folder, and low staff-student ratio permits the teacher or the educational assistant to spend more time interacting with the individual child. In accordance with their observations, the evaluators believe that these factors do not insure that a diagnostic/prescriptive

program is being implemented, individual folders may merely be receptacles to hold completed work. In the labs observed, folders did not always reflect individual patterns of development and achievement, and pupil profiles or progress charts were not a conspicuous part of the program. Low staff-student ratios do not insure individual diagnosis and prescription. A teacher's behavior is frequently appropriate for a large traditional classroom and may not reflect individualized instruction.

In most of the labs observed, teachers and educational assistants worked with small groups of children. Teachers indicated that children were grouped homogeneously. Activities in the groups were teacher directed and group oriented rather than self-directed and individualized.

Group instruction, if based on relevant diagnostic/prescriptive criteria, can be an important component of the LAMS program. However, it was not apparent to the observers that this was the case in the small groups observed. In many cases we observed that the content of the activity (i.e., the numbers) differed from group to group, but the skills involved were the same. Small group instruction was the dominant teaching pattern observed. However, the way groups were formed and the techniques used with groups varied. This need was not being addressed. Furthermore, the criteria for grouping was not evident.

At PS. 200, the classroom was divided into three work areas, each equipped with a blackboard. These areas were supervised by a member of the instructional staff. While flash cards were in use in one group, for the most part children were busy with drill work. The teacher and educational assistant checked student work; however, no new method or approach was used for those students who demonstrated lack of understanding of the concept.

At PS. 161, the teacher used small group instruction in conjunction with intact class presentation. He presented a short class lesson and then the class

went to their groups. The concept of equivalent fractions was explored using manipulative material. This same approach of intact class instruction coupled with small-group activities was used at PS. 92.

The lab at PS. 123 was organized around four different groups of children doing four sets of drills which appeared on the board. There was no full group activity. Children worked individually, and the instructional staff checked their work.

In the lab at PS. 154, children were also working in groups. It was obvious, however, that children in different groups had not mastered the concept of place value. In this case it would have been appropriate for the teacher to present a general lesson on place value for those who needed it as student progress (across groups) was being impeded by the widespread inability to master this concept.

At IS.10 the evaluators observed the students working independently on an assignment while the teacher offered remediation to children who were having difficulty.

Teachers appeared to implement the LAMS program according to their unique conception of grouping and individualized instruction.

PUPIL ACHIEVEMENT

In order to ascertain the impact of the program on the participants, student scores on the appropriate forms of the Stanford Achievement Test in Mathematics was subjected to statistical analysis. In the fall of 1978, pretests were administered to students in the program and in June 1979, posttests were administered.

During the course of the year, 1,393 students were exposed to the program (Table 3). These figures were obtained directly from the teachers in the program during interviews by the evaluators.

The achievement Test scores (pre-and post-test) submitted to evaluators represent 1,266 students. The evaluators question the accuracy of the record keeping. In grade 1, for example, a total of 84 students were exposed to the program, according to teachers' registers. The test data for grade 1, however, represent 96 students. Usually the number of students with matched pre- and post-test scores is significantly lower than the number of students exposed to a program due to absenteeism, truancy, or transference out of the program. This is not the case in grade 1. (Paired test scores for grades 3, 4 and 5 are also very high.)

It is possible that the registers are inaccurate, or the reported scores may include students not enrolled in the program. Test scores were submitted to t-test analysis. T-tests are used to determine whether or not two sets of scores differ significantly in a statistical sense from each other, If the $\pm$ values reach statistical significance one can conclude that such a difference is not attributable to chance alone. The reported $\pm$ values compare the means on the pretest and a statistically generated figure which represents a predicted post-test scores. This predicted score is a hypothetical statistic which is based on a student's previous patterns of achievement. Predicted scores are used for comparisons when control groups are absent.

Table 4 presents a grade-by-grade breakdown of student achievement scores. This table indicates statistically significant improvement in mathematics achievement as measured by the Stanford Achievement Test in Mathematics in all but grades 4 and 8.

TABLE 4

MATHEMATICS ACHIEVEMENT BY GRADE LEVEL
(STANFORD ACHIEVEMENT TEST)

GRADE	N	Pretest Mean	Pretest SD	Posttest Mean	Posttest SD	Predicted Posttest Mean	T Value
1	96	0.81	0.27	1.77	0.79	1.33	5.16***
2	122	1.32	0.34	1.97	0.63	1.76	3.24***
3	160	2.00	0.55	2.70	0.74	2.45	3.43***
4	133	3.15	0.56	3.75	0.86	3.69	0.67
5	151	3.41	0.85	4.46	0.99	3.88	5.46***
6	127	4.24	0.85	5.51	0.67	4.73	8.12***
7	168	4.84	1.06	5.71	1.32	5.32	2.99**
8	309	6.08	1.44	6.73	1.66	6.61	0.96

*** Significance = .001

** Significance = .01

CONCLUSIONS

Based upon our observations, interviews, and the statistical data analysis, the evaluators conclude that:

1. Students eligible for the program were receiving Title I services in a lab setting with appropriate teacher-pupil ratios.

2. Gains in student mathematics achievement in grades I 2, 3, 4, 5, 6, and 7 met the program objectives.

3. Each math lab operates according to the approach and philosophy of the individual teacher. Closer coordination of the purchase and distribution of materials, training, and the implementation process would insures that all math labs reflect a cohesive, distinct policy and program.

RECOMMENDATIONS

The evaluators submit the following recommendations based on their observation and analysis:

1. LAMS teachers should be carefully selected based on their interest in such a program, their ability to institute an individualized program, and past performance.

2. Opportunities for staff development should be provided on an in-service basis by the District. Considering the range of teacher talents and abilities existing in the program, a meaningful training program would enable a sharing of experiences, activities, and techniques. In addition, the following topics should be explored by all staff members:

(a) What is a diagnostic/prescriptive program?

(b) How can a diagnostic/prescriptive program be implemented?

(c) What are the purposes of pupil profiles?

(d) How can the math lab be coordinated with the classroom Math program?

(e) How can small group instruction be used effectively in a diagnostic/prescriptive program?

While these topics seem basic, it is our belief that a thorough analysis of these issues would be helpful.

3. The need for materials should be assessed by the coordinator and the lab teachers. Materials should be purchased and distributed early in the school year. Distribution should be on an equitable basis.

4. Mechanisms that aim at insuring greater program coordination must be instituted. It is essential that labs not function as isolated units. Coordination through regular meetings, a newsletter focusing on program activities, training sessions, etc., would heighten morale among the staff and improve the services provided to the children.

5. Care should be taken in administering, scoring, and recording student achievement tests. Procedures should be instituted and the entire process should be closely supervised by District Office personnel.

6. Evaluation consultants should be hired at the beginning of the school year so that they can develop a longitudinal overview and provide independent periodic feedback to the Program Coordinator.

E.S.L. 5041 - ~~91652~~ 91623

PREFACE TO THE EVALUATION OF THE

ENGLISH AS A SECOND LANGUAGE PROGRAM

The English As A Second Language Program funded under Title I of the ESEA in District 5 of New York City is a necessary component to the bilingual and overall educational program. Furthermore, children in an outside of the bilingual program participate in and benefit from the E.S.L. Program.

After visiting all the schools housing an E.S.L. Program and after interviewing and carefully evaluating the work of the teachers, paraprofessionals and family assistants, I can state the following:

----- all personnel affiliated with the program are indeed interested in the continuation and refinement of the program,

----- all personnel (teachers and paraprofessionals) enjoy working in the program.

----- all personnel contribute suggestions and recommendations that would improve or modify the program.

----- the program faculty and staff have established a meaningful and constructive working relationship with the program coordinator.

----- the children participating in the program appear to be fond of the teaching staff and show great enthusiasm.

----- the school supervisors/administrators are very supportive and indicated a great deal of satisfaction with the program.

I have come to the above conclusions after having spent several days in the schools and classrooms of District 5.

I. Evaluation on a School by School Basis:

1. At P.S. 46, the English as A Second Language program is housed in a classroom that is large, bright and attractively decorated with children's work and commercial posters.

The staff consisted of one classroom teacher, two educational assistants and one family worker. Funds for the salaries of all staff members and the majority of the instructional aids were made available through Title I.

Presently, a total of 110 children are enrolled in the program. There was an average attendance of 80%. Children participating in the program include those of English dominant and Spanish dominant populations. The children are placed in the program on the basis of their scores in the Language Assessment Battery and referrals by tax-levy teachers. The children of Hispanic background also participated in the school's bilingual program.

All the staff members attended the workshops in E.S.L. coordinated by the program director. These workshops provided the entire staff with valuable information with regard to the needs and desires of the target population. The workshops have been well received by the E.S.L. staff, the participants are satisfied with the content of the workshops and with the helpful strategies, techniques and suggestions that are presented to the staff.

In addition to the workshops sponsored by the district, the teacher in this classroom has taken college level course work in E.S.L. methods and materials. The teacher has also qualified for recertification in E.S.L. The teacher has

been recertified by the New York City Board of Education.

It is important to point out that although most of the children participating in the program are Spanish speakers, none of the staff members spoke Spanish.

The program staff was supervised by the school principal. The supervision consisted of formal and informal classroom observations. The District E.S.L. Director also visited the classroom regularly.

The English As A Second Language Program at P.S. 46 has substantial instructional materials. However, it was noticeably short on functioning audio-visual equipment. The teacher used several teacher-made materials including materials adapted from the Wisconson and Davis Tests. Also, the teacher used commercial materials that include: Collier-McMillan ESL Cassettes, SRA Language Development Kit, English As A Second Language by Oceana. The teacher also used several teacher-made materials including musical recordings on cassettes that have been carefully selected by the teacher.

The teacher indicated that there was a need for audio-visual equipment that is in proper working order. The teacher also indicated that an opaque projector was needed in the classroom for use with small groups and whole-class activities.

The program was organized in a pull-out manner. The children were pulled from the bilingual and the tax-levy monolingual classrooms. The children were also pulled according to grade level and not according to the level of English proficiency. When reporting to the E.S.L. lab, children are assigned to work in small groups or individually. All children participating in the program receive one period a day in E.S.L. The teacher and the paraprofessionals worked with the small groups or with individual children. The classroom groupings and individual assignments are based on diagnostic test results administered and

prepared by the teacher. A scope and sequence was developed and adhered to by the teacher.

There was good working relationship among the staff, ie. the teacher, paraprofessionals and supervisors.

The involvement of parents was minimal. A meeting/workshop was held for parents, however, attendance was sparce. Despite the positive relationship between the teacher and the family worker assigned to the program, few parents have made contact with the E.S.L. teacher. Lack of parental involvement may in part be due to the fact that the family worker does not speak Spanish.

Final Observations, Conclusions, Recommendations for the Title I E.S.L. Program at P.S. 46.

a. The program is to be commended for integrating English and Spanish speaking children in the program of instruction.

b. It is recommended that a speaker of Spanish be assigned as family worker for the program at P.S. 46.

Parental involvement in the program is critically important. Spanish speaking parents must be encouraged to participate in order to recruit their participation and therefore reinforce the work of the staff. In order to reach the parents the family worker must be Spanish speaking.

c. Additional audio-visual materials and equipment should be allocated to the program.

E.S.L. instruction as other areas of the curriculum has turned to the use of multi-media in order to solidify the instructional program and in order to facilitate the meeting of instructional goals.

d. Children should be pulled according to level of English proficiency and not according to grade level.

This would facilitate teacher planning and the overall logistics of the E.S.L. program.

e. The teacher should be commended for preparing herself in the field of E.S.L. in order to make her a more effective-teacher.

Many teachers assigned to E.S.L. programs neglect the academic preparation that is necessary in order to be a successful E.S.L. teacher. There are comprehensive programs in most colleges offering courses and degree granting programs for those teachers who are really interested in becoming effective and innovative E.S.L. teachers.

2. At P.S. 161, the E.S.L. Program is housed in two large classrooms. The rooms are bright, airy and organized in such a way to provide instruction in small groups or whole class.

Approximately 190 children are serviced by the E.S.L. program, daily attendance averages 90%. The E.S.L. Program is organized in the"pull-out" mode. Children are pulled-out according to grade level; children in grades 1 and 2 were taught by one teacher, while the children in grades 3 through 6 are assigned to the other teacher in the program. The program staff consists of two teachers, four paraprofessionals (2 per classroom), and one family worker. Children are assigned to the program as a result of LAB test scores.

a. The teacher working with the lower grades (1 and 2) should be commended for her ability in integrating music with E.S.L. instruction. The teacher had the children sing (a regular routine) when coming to and leaving the E.S.L. lab. The teacher also held whole class orientation activities prior to dividing the class into small groups. The class was normally divided into three groups, two were assigned to the paraprofessionals. The teacher

worked well with the paraprofessionals. The paraprofessionals kept logs that were well organized and documented. It was evident that the paraprofessionals in this room were very much a part of a comprehensive and cohesive instructional program. Additionally, the teacher should be commended for her knowledge and use of Spanish as part of the regular program of instruction. The teacher in this room has also completed courses that further develop her skills in teaching of English as A Second Language. The teacher had also developed a Scope and Sequence based on information disseminated by the New York City Board of Education.

This room was sufficiently stocked with materials. The teacher selected from the following instructional aids: English Around the World, Amiguitos by the Xerox Company, Language Development Cards, Kinderkarten Keys, (groups A and B) by the Economy Company, Trolley Books, Lancaster Picture Cards, commercial posters, and teacher-made dittoes.

Approximately 70 children participate in this component of the P.S. 161 E.S.L. Program. The staff attended all the District E.S.L. workshops.

b.. The classroom utilized for E.S.L. instruction for grades 3-6 was not well decorated, very few examples of students' work were displayed, commercial materials were not properly displayed. More than 100 children participated in this component of P.S. 161's E.S.L. Program. Children are assigned to the E.S.L. Program based on the results of the New York City Language Assessment Battery.

Children receive one period of E.S.L. daily. Children are pulled-out according to grade level. Upon arriving, the children receive a whole class orientation given by the teacher. The class subdivides into three small groups in the E.S.L. lab. The paraprofessionals work with a group each and the

teacher is responsible for one group occassionally and upon completing an activity, the groups will rotate.

There was a definite shortage of materials in this classroom, additionally, there was a lack of audio-visual equipment. The staff members do not speak Spanish although all the children participatin in the program are Hispanic. The teacher assigned to this component of the program has no formal preparation in English as A Second Language.

The teacher had developed a Scope and Sequence for the grades he was teaching. All the children participating in the program are pulled from the bilingual program of the school.

Materials available to the teacher included: Materials for Expressive Syntax developed by Novato United School District, commercial picture cards, The Game Tree Series by Xerox, Playskool by Milton-Bradley, Spellbinder Skill Kit by Spellbinder Inc., People Read by Bank Street, Miami Linguistic Series by D.C. Heath & Co.

The teachers of the program are supervised by the principal. The Bilingual Program coordinator and the E.S.L. teachers have established a constructive/ positive working relationship. The district E.S.L. coordinator visited the classroom regularly. All staff members attended the district workshops for E.S.L. teachers. The workshops were well received. The teacher for grades 3 - 6 was often assigned to supervisory work in the school, this resulted in a breakdown in continuity in the E.S.L. program for the children assigned to him.

Final Observations, Conclusions, Recommendations for the Title I E.S.L. Program of P.S. 161.

1. Both teachers should be commended for their positive attitude vis a vis the children who participate in the program.

The teacher and staff as well as the children have established a very healthy atmosphere, this is very important and it facilitates E.S.L. instruction.

2. The teacher for grades I and 2 must be commended for learning and using Spanish when necessary in the classroom.

Although a knowledge of Spanish is not a prerequisite for effective E.S.L. instruction, the use of the children's native language will enhance the relationship established between teacher and learner.

3. Children were placed in groups according to grade level as opposed to level of English proficiency.

It is recommended that children be grouped and therefore pulled according to level of proficiency rather than grade level.

4. Very little audio-visual aids and equipment was made available to the teachers of the program,

E.S.L. as other curricular areas has incorporated the use of multi-media. Audio-visual aids will assist in motivating children and will allow teachers to diversify teaching strategies.

5. None of the paraprofessionals spoke Spanish, as a result communication with the Hispanic parents was hampered and limited.

It is recommended that Spanish-speaking paraprofessionals be assigned to the program in order to strengthen the connection between the program and the parents of children serviced by the program.

3. At P.S. 30/31, the E.S.L. Program is housed in a large, bright room, the room is well decorated primarily with commercial posters. Some work done by children was used to decorate the room, and also instructional materials

used by the staff are well displayed. An unusual number of materials and furniture not used for E.S.L. were stored in the E.S.L. classroom, this detracted from the overall appearance of the room.

The program staff included: one E.S.L. teacher, two paraprofessionals assigned to the classroom, one family worker. One of the paraprofessional funded under Title I was assigned to other duties up to May 1979. Thus, for most of the academic year the E.S.L. Program operated without the services of this paraprofessional.

Children were declared eligible for the E.S.L. Program on the basis of the results of the Language Assessment Battery. A total of 101 students participated in the E.S.L. Program during the 1978-79 year. Children enrolled in the program also participated in the school's bilingual program.

The program operated in the pull-out mode; the children were subdivided into groups according to grade level and not according to level of English language proficiency. Attendance for the program was very good, the average daily attendance was 90%.

All children participating in the E.S.L. Program received one period of E.S.L. instruction daily. The teacher combined small group instruction techniques with whole class activities. The paraprofessionals were assigned to work with small groups. Paraprofessionals were also responsible for record-keeping and the maintenance of a personal log. One of the paraprofessionals is of Spanish-speaking background, this is very important in order to facilitate communication between parents and the program staff. The teacher spoke very little Spanish. All the children participating in the program are of Spanish-speaking background.

The staff was supervised by the school principal, the district program director made regular visits and informal observations. The entire staff attended

the meeting/workshops organized by the district program director. The workshops were well received by the staff. The teachers and paraprofessionals felt that some of the ideas presented at the workshops were implementable to their classroom setting.

Materials available in the classroom included: English Around The World by Scott-Foresman, Grammar Pak by Instructional Fair Inc., Learning English as A Second Language by Oceana, SRA Skills Series in Phonics and Structural Analysis, The Game Tree Series by the Xerox Corp., English as A Second Language by Bell and Howell, SRA Dimensions Countries and Cultures, SRA Diagnosis (Reading Level A), Flip Chex Reading by Educational Concepts Corp., Teaching Pictures: Children Around The World by David Cook Publishing. The materials available in the classroom included items that were strictly designed for E.S.L. instruction and items that are used for the teaching of reading in an English monolingual classroom setting. Much of the material appeared to be too advanced for the children of this program. This room had some culturally relevant materials for E.S.L. instruction.

The audio-visual equipment in this room was quite limited. A limited number of cassette-recorders were available. Additional filmstrip projectors, cassette players, an overhead projector and perhaps an opaque projector should be made available.

Although children's work is carefully filed, not enough is displayed. In looking through the folders there appeared to be some lack of clarity as to the scope and sequence for the program.

Final Observations, Conclusions and Recommendations for the E.S.L. Program at P.S. 30/31.

a. Classroom decorations were primarily commercially prepared.

It is recommended that more work prepared by children be displayed.

b. One paraprofessional was assigned to other duties in the school for most of the academic year.

It is recommended that both paraprofessionals assigned to the E.S.L. Program assume their duties in September and remain with the program throughout the school year. The program presently services 101 children this mandates that sufficient staff be present for the entire length of the program.

c. The teacher should be commended for her limited knowledge of Spanish, however, the family worker who is responsible in establishing lines of communication between the program and the parents does not speak Spanish.

It is recommended that a Spanish-speaking paraprofessional be assigned as family worker in order to better communicate with the parents of children serviced by the program.

d. Children were assigned to E.S.L. groups according to grade level and not according to level of English language proficiency.

It is recommended that children be assigned to classes according to the level of English language proficiency.

e. The E.S.L. classroom was used to store furniture and other materials not associated with E.S.L. instruction thus detracting from the overall appearance of the room.

It is recommended that these materials stored in the E.S.L. room be moved to a storage area outside the E.S.L. classroom.

f. There was a shortage of audio-visual materials available to the E.S.L. teacher.

It is recommended that audio-visual materials and equipment be allocated to the program at the beginning of the school year.

4. At P.S. 125, the E.S.L. Program was housed in a bright, large classroom which was well decorated with commercial posters and children's work. The classroom was organized in a way that is appropriate for small group and whole class learning activities.

The program staff consisted of one teacher and one paraprofessional. The paraprofessional assigned to this classroom has been transferred and has not been replaced.

The number of children enrolled in the program is presently at 55. The average daily attendance is 90%. Children participating in this program come from a variety of national backgrounds. Most children are of Hispanic origin who come from Puerto Rico, Cuba and the Dominican Republic. Children of Korean and Chinese background also participate in the E.S.L. Program of P.S. 125.

The teacher should be commended for her knowledge and use of the Spanish and Chinese languages. The teacher has excellent command of three languages which facilitate communication with the children and parents.

Children were assigned to the E.S.L. Program as a result of the scores of the Language Assessment Battery that was administered at the beginning of the school year. Tax-levy teachers have also referred children to the program.

The teacher attends the district workshops/meetings organized by the E.S.L. district director. The teacher indicated that the workshops are of great value, since many of the ideas and suggestions presented in the workshops are quite applicable. In addition, this teacher has enrolled in courses at the college level that are related to the teaching of E.S.L. The courses have better prepared her for the job she is presently doing.

Supervision was provided by the school principal. The district program director also made occasional visits to the classroom.

The program at P.S.125 was not short on instructional materials, however,

audio-visual equipment and materials were inadequate. The instructional materials were well displayed and organized in such a way that students had accessability and flexibility for its use.

The materials available to the teacher included: SRA Phonics and Structural Analysis, Schoolhouse, Amiguitos by the Xerox Corp. Learning English as A Second Language by Oceana, teacher-made materials and realia, Lado English Series, Reading Around The World by Scott-Foresman, The Game Tree Series by Xerox, Reading Attainment Series by Educational Design.

The materials available for the program allowed the teacher to experiment with a great deal of flexibility of teaching strategies. The program was a pull out program, the children were pulled from monolingual classes in grades 3 through 6. The children were grouped according to level of proficiency, the level of proficiency was determined by the teacher with the use of an informal diagnostic test. The teacher developed a scope and sequence for the children of the program. The children were assigned a great deal of independent work. The teacher carefully supervised all the children's work.

The children participating in this program appeared to be well motivated and very capable of carrying-out independent assignments.

Parental involvement was quite limited. This may be in part due to lack of a family worker. The teacher indicated that low parental participation may also be due to the fact that most of the parents are working during the day.

Final Observations, Conclusions and Recommendations for the Title I E.S.L. Program at P.S. 125.

a. The teacher must be commended for her use of a variety of teaching strategies in the classroom. This promotes and maintains student interest and motivation.

b. The teacher must be commended for her knowledge and use of

Spanish and Chinese when necessary.

This promotes linguistic democracy in the classroom. It also reinforce the teacher as a model to be followed.

c. The teacher must be commended for managing the program without the assistance of a paraprofessional.

It is recommended that a paraprofessional be assigned to this classroom on a full time basis.

d. There was a shortage of audio-visual equipment and materials.

It is recommended that the amount of audio-visual equipment allocated to this classroom be increased and that audio-visual materials available to the class be increased. This will permit the teacher to continue develop strategies for individualized instruction.

e. The district workshops were of value to this teacher.

It is recommended that the district level workshops be increased in order to further the development of the entire E.S.L. program.

f. Parental involvement was minimal.

It is recommended that an outreach program be instituted in order to reach the parents of the children serviced by the program.

g. Children are given an informal diagnostic test in order to determine groupings, however, they are still pulled according to grade level.

It is recommended that children be pulled according to level of proficiency instead of grade level in order to facilitate the workload of the only staff member, the teacher.

5. At I.S. 195, the E.S.L. Program was housed in a bright, large room. The classroom was well decorated with commercial posters and with teacher-made materials. Very few samples of student's work was used to decorate the classroom. In addition to the regular classroom, the program utilizes a smaller

auxiliary room directly opposite the larger classroom.

The rooms used for the E.S.L. Program are both organized in ways that will facilitate small group instruction, the larger room is also used for whole class activities.

One classroom E.S.L. teacher is assigned to this program, additionally, two paraprofessionals are also assigned and one family worker. One of the paraprofessionals is Spanish-speaking, the other two, including the family worker do not speak Spanish.

Presently, 130 children are serviced by the W.S.L. Program at I.S. 195. All the children serviced are of Spanish-speaking background; the participants are of Puerto Rican, Dominican and Cuban background.

Children are assigned to the E.S.L. Program on the basis of scores obtained through the Language Assessment Battery. Children participating in this program are simultaneously enrolled in the school's bilingual program.

All the children enrolled in the program receive one period a day of E.S.L. instruction, since this is a I.S. school the entire class reports to the E.S.L. teacher once a day. Therefore, children report to the program based on their g grade level and not on their level of English proficiency.

Upon reporting to the E.S.L. room the teacher has the option of either working with the entire class or having a small group or individuals attend a small group session in the smaller room that is used by the program. One or both of the paraprofessionals are assigned to the auxiliary E.S.L. room.

The program has decided to use a second, but smaller room because the classess are quite large. The total enrollment of 130 is subdivided into four groups of more than 30 children. Using a second room may be a good idea, however, this room was situated in a way that made teacher supervision quite difficult. Preferably, a second room should be joined to the larger room by a

door. In addition, the use of a second room greatly increased the responsibilities of all the staff-members involved in the program. Furthermore, the second room is also used by the paraprofessionals as an auxiliary room and therefore the room houses a substantial number of lockers, the room was poorly decorated and the lighting was insufficient.

The teacher should be commended for his efforts in seeking ways that would improve the effectiveness of the program at I.S. 195.

The teacher should also be commended for his knowledge and use of the Spanish language whenever it was necessary.

Supervision was provided by the Assistant Principal, who frequently made informal observations and an annual formal observation. In addition, the district coordinator visited the classroom regularly.

The entire program staff attended the workshops/meetings organized by the district coordinator. The staff was very much satisfied with the materials and ideas presented at the workshops.

There was a good working relationship between the teacher and the paraprofessionals. It is important to note that the logs kept by the paraprofessionals were clearly inadequate.

Parental involvement was minimal, this may be due in part to the fact that the family worker does not speak Spanish.

The teacher must be commended for his efforts in the preparation of a program commmorating the independence of the Dominican Republic. This program provided for an opportunity for parents and community members to become familiar with the school's E.S.L. Program. The program commemorating Dominican Independence also provided the teacher with an opportunity to incorporate culturally relevant materials. The use of culturally relevant materials in an E.S.L. program can stimulate the participants interest in the subject.

The materials available to the teacher in this program included: the SRA Language Development Kit, Project Life Programmed Language, Pride In Belonging (film and cassette) by Parent's Magazine, a number of teacher-made materials, a significant amount of assorted filmstrips that are used with the entire class or with small groups.

This program was short on materials and on audio-visual equipment. In addition, although the teacher has a strong background in foreign language teaching, he has no formal training in the teaching of English As A Second la language.

Final Observations, Conclusions and Recommendations for the Title I E.S.L. Program at I.S. 195.

a. The teacher must be commended for his genuine interest in the children and the subject he is teaching.

The organization of the program celebrating the independence of the Dominican Republic, the decoration of the bulletin boards outside the classroom, the use of an auxiliary room for E.S.L. instruction, the use of Spanish in the classroom when necessary are all indications of the teacher's interest in the success of the program.

b. The teaching staff for this program is inadequate. Considering the number of children enrolled in this program (130), and considering the diversity of levels of proficiencies, in addition to the fact that there is difficulty in managing such large groups for E.S.L. instruction, its recommended that the program assign one additional teacher to this program.

c. The program was short on the supply of materials and audio-visual equipment.

It is recommended that the program receive more materials and audio-visual equipment, This would permit the teacher greater flexibility for planning and carrying-out diversified activities.

d. The program utilized an auxiliary room that was inadequate.

The use of an auxiliary room by the program in order to eliminate overcrowding is a good idea, however, the room should be connected to the larger room in order to provide greater accessability for supervision by the teacher.

e. The logs kept by the paraprofessionals were insufficient. Since the paraprofessionals are engaged in work outside the regular classroom, greater efforts must be made to document what activities they are planning and carrying-out.

f. In order to be an effective E.S.L. teacher, one must receive training in order to keep-up with the latest techniques and strategies.

It is recommended that the teacher in the program be granted tuition allowances (if possible) in order to enroll in courses on the methods and materials of teaching English As A Second language.

6. At J.H.S. 43, the E.S.L. Program at this school was housed in a large room that was sufficiently lit. The room was equipped with movable tables, the tables were organized in a way that would be used primarily for whole class instruction. This room was not well decorated, primarily, commercial posters that were dated were used to decorate. No samples of children's work used for decoration.

One classroom E.S.L. teacher under Title I was assigned to the classroom, two paraprofessionals were also assigned. The staff was supervised by the school's assistant principal. The district coordinator for E.S.L. visited the classroom regularly.

All the program staff attended the workshops/meetings organized by the

district workshops were helpful although they should demonstrate more materials.

A total of 76 children were enrolled in the program, attendance average 80% on a daily basis. Most of the children enrolled in the program are Spanish speaking, one Haitian child participated in the program for most of the duration of the program, the program also has one Chinese child enrolled.

Children participation in this program are also enrolled in the school's bilingual program. Children are assigned to the program on the basis of results of the Language Assessment Battery.

Parental involvement in this program was extremely limited. This may be due, in part, to the fact that none of the staff members speak Spanish. The family worker assigned to the program is shared by other programs in the school and is not Spanish-speaking.

Several paraprofessionals have been assigned to his classroom, the turnover amongst the paraprofessionals is difficult to explain and may have had a negative affect on the program. Presently, the paraprofessionals assigned to the program are assigned primarily to work with individual children. The paraprofessionals working in this room are keeping logs that are somewhat inadequate. Materials in the program are too advanced or too elementary for the children participating in the room. Most of the materials are stored away in closets that are not accessible to the children, the materials most often used by the program are displayed in a poor manner. Materials available to the program include: The Grammar Pak by Instructional Fair Inc., English as A Second Language by Oceana, Fokes Sentence Builder by the New York Times Teaching Resources Division, Individualized Reading Set by Follett Publishing, English As A Second Language Program by Language Master Audio-Visual Inc.

Final Observations, Conclusions and Recommendations for the Title I ESL Program at J.H.S. 43.

a. Children's work was not displayed in the room.

It is recommended that in order to stimulate interest among the children and in order to motivate the children, greater display of children's work be considered.

b. The program lacked materials.

It is recommended that adequate materials be provided to the program. These materials shouls be appropriate for use by junior high schools children. Audio-visual materials must also be increased in addition to the equipment necessary to manipulate these materials.

c. Paraprofessionals must be assigned on a permanent basis.

The paraprofessionals assigned to this program must remain with the program for the length of the program. It is recommended that paraprofessionals designated to this program receive adequate training and information concerning the scope and sequence of this program.

d. Children should be assigned according to level of English proficiency.

Presently children are reporting to the program according to grade level, it is recommended that children be assigned according to the level of proficiency primarily.

e. Parental involvement was minimal.

It is recommended that parent workshops be organized in order to familiarized the parents and to recruit their assistance in the program.

f. The family worker was not Spanish-speaking.

It is recommended that in order to establish stronger connections between the program and the community it services that a family worker (full time) be

assigned to the program and that this worker be fluent in Spanish.

g. The paraprofessionals keep inadequate logs.

In order to strengthen the program of instruction and in order to be more specific on planning, it is recommended that the para professionals assigned to the program keep better logs of their work and plans.

h. The program lacks a formal scope and sequence.

Although the teacher has an informal "check list of tasks" that children are expected to do, a more formal scope and sequence must be developed and implemented.

i. Instruction is teacher-centered.

It is recommended that the teacher diversify the program of instruction in order to include small-group instruction and in order to utilize the paraprofessionals more effectively.

j. The teacher lacks formal academic preparation in the teaching of English As A Second Language.

It is recommended that the teacher be given every opportunity to enroll in courses that would strengthen her skills as a teacher of English As A Second Language.

It is recommended that the teacher be given every opportunity to enroll in courses that would strengthen her skills as a teacher of English As A Second Language.

DATA ANALYSIS:

Table 5 represents The Raw Test scores by grade level for children participating in the District 5 E.S.L. program.

The analysis includes the pre- and past-test means, the gains (difference in scores) between the pre-and past-test and their t-test values.

The scores indicate an average rise of 10.9 percent above the pre-test mean score. This is significantly positive.

TABLE 5

ENGLISH AS A SECOND LANGUAGE

THE RAW TEST SCORES BY GRADE LEVEL

GRADE	N	PRE-TEST MEAN	PRE-TEST SD	POST-TEST MEAN	POST-TEST SD	DIFF SCORE	T-TEST
1	47	10.9	7.1	20.7	5.9	9.8	10.94***
2	47	12.7	7.1	21.1	11.3	8.4	6.69***
3	79	31.8	17.5	46.0	21.8	14.2	10.68***
4	71	38.3	17.8	51.9	17.1	13.6	9.03***
5	78	49.0	20.2	61.0	17.6	12.0	10.10***
6	73	47.7	23.8	63.2	19.8	15.5	8.59***
7	64	29.0	17.0	43.4	16.3	14.4	8.70***
8	70	38.5	18.2	48.0	17.2	9.5	6.74***
9	12	39.8	7.6	50.8	10.9	11.0	3.93***

***SIGNIFICANCE= .001
**SIGNIFICANCE= . 01
*SIGNIFICANCE= . 05

Table 6 represents The NCE Test scores by grade level for children participating in the esl program of District 5,

The analysis includes the pre-and past-test mean scores, the gains (difference in scores) between pre-and past-test mean scores.

The scores show significant positive results in grades 2,3,6 and 8. The average rise in mean score for these grades is 10.3%. The average rise in mean score for grades 1,4,5,7 and 9 is 3.9%.

T A B L E 6

THE NCE TEST SCORES BY GRADE LEVEL

GRADE	N	PRE-TEST MEAN	PRE-TEST SD	POST-TEST MEAN	POST-TEST SD	DIFF SCORE	T-TEST
1	47	2.6	5.4	6.0	9.5	3.4	2.28*
2	47	1.3	1.3	14.2	29.2	12.9	3.02**
3	79	7.7	9.0	18.4	17.7	10.7	7.18***
4	71	7.6	9.3	14.3	14.3	6.7	6.00***
5	78	9.2	10.4	14.7	17.1	5.5	4.14***
6	73	8.7	10.2	19.4	21.9	10.7	5.31***
7	64	4.3	10.4	7.0	11.9	2.7	1.58
8	70	4.9	7.2	7.8	12.1	7.2	3.01**
9	12	1.0	0.0	2.4	3.2	1.4	1.55

***SIGNIFICANCE = .001
**SIGNIFICANCE = . 01
*SIGNIFICANCE = . 05

Final Observations and Recommendations For The Title I E,S,L, Program in District #5;

1. The faculty and staff of the E.S,L,program should be commended for their hard work and the effectiveness of the program.
2. A district-wide scope and sequence for E.S.L. is not used. It is recommended that a Scope and Sequence in E. S. L. be developed and implemented district-wide.
3. It is recommended that all children eligible for E.S.L. instruction be enrolled in the program.
4. It was observed that audio-visual equipment was in short supply. It is recommended that the purchase of a-v equipment be given priority.
5. Children are generally pulled-out according to grade level. It is recommended that participants in the program should be pulled-out according to level of English proficiency.
6. It is recommended that priority be given to hiring family workers who can communicate with the parents of the children who are non-English speaking.